

Significant Issues Impacting Perkins CTE



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Federal Support for CTE Facing “Perfect Storm”

- ▣ White House, OMB, Duncan pushing significant cuts
- ▣ Anti-Federalism Rhetoric
- ▣ Deficit Reduction
- ▣ Tech Prep Termination
- ▣ Ineffective Advocacy
- ▣ Regulatory Flexibility

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Funding Chronology

- ▣ February 2010 – Obama proposes elimination of Tech Prep for 7/1/11
- ▣ July 1, 2010 – Perkins and Tech Prep remain level funded (7/1/10 – 6/30/11)
- ▣ October 1, 2010 – Congress fails to pass Labor/ED/HHS Appropriation → CR
- ▣ February 2011 – Obama proposes 20% cut to CTE

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- ▣ April 2011 → Congress enacts Appropriations for 7/1/11 – 6/30/12
 - Tech Prep → No funds
 - \$138 million cut

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- ▣ October 1, 2011 – no appropriations yet for 7/1/12, but CR contains 1.5% cut for 75% on S/A programs, including Perkins



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- ▣ CR – Level fund Perkins Basic Grant for 7/1/12 – 6/30/13
- ▣ But will deficit reduction cut be spread evenly among education programs?

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▣ Why did Obama throw CTE under the bus?



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1. Does CTE have political muscle to complain?
2. Are Duncan's claims of CTE ineffectiveness based on Chicago experience?
3. Does CTE now represent "low hanging fruit"?
4. How does CTE respond to two pillars of federal education support?



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▣ What does the data show?



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▣ Does the future of CTE rest with DOL/ETA?



\$2 billion for TAA C3T Grant

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▣ ED expects reauthorization (Perkins V) in 2013



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Draft ED Perkins Reauthorization

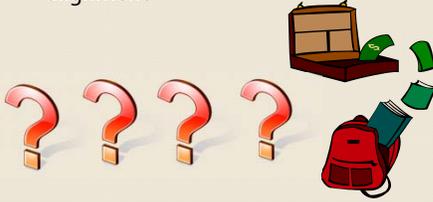
▣ Recognized shortcomings of current law:

1. Silos created between secondary and postsecondary because of formula
2. Inability to count CTE courses toward academic credit at secondary level
3. Lack of business involvement leads to funding CTE programs not in demand
4. Lack of incentives to exceed performance
5. Accountability system does not lead to compliance data on outcomes

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Proposal →

- States only fund consortia of secondary and postsecondary to facilitate collaboration and alignment



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- Allow CTE students to gain academic credit



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- Minimum thresholds for involvement of business, industry, labor (including cash or in-kind match from private sector)

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→ Performance based funding to incentivize and reward eligible consortia to exceed performance targets

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→ Creation of an innovation fund to spur new practices

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→ Remake the accountability system using uniformly defined participation and performance measures

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Launch of State Perkins Accountability Congress (SPAC)

CTE Transformation Strategy: Three Key Reforms

- ▣ Scale high-impact CTE programs of study
- ▣ Promote career (employability) skills for all students
- ▣ Remake the CTE accountability system
 - Strengthen accountability systems to create common performance and participation definitions

U.S. Department of Education, Office of Vocational and Adult Education, September 15, 2011. CTE Transformation Strategy. Presented during CTE State Directors Webinar.

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SPAC Purpose and Objectives

- ▣ Purpose
 - Reach agreement with states on student participation definitions and measurement approaches for core performance indicators
 - Identify and reach agreement on any "progress" measures in addition to core indicators

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SPAC Purpose and Objectives (cont.)

▣ Ultimate outcomes

- Agreement among states on student participation, core indicator definitions (numerators/denominators) and measurement approach consistency, which will inform the Department's blueprint for Perkins reauthorization

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SPAC Purpose and Objectives (cont.)

▣ Timeline

- November 2011–April 2012: Prepare recommendations for small set of core performance indicators
- May 2012–October 2012: Prepare recommendations for additional progress indicators

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Core Performance Indicators

▣ Participation

- Single/separate definition for secondary and postsecondary participation
- Different levels of participation (explorer, concentrator, participant, completer, etc.)
- Amount of dosage in measurements of: clock hours, courses, credits, sequences, programs (consortia), etc.
- Groupings of participation (entry/exit cohort, mastery, standards, etc.)

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Core Performance Indicators (cont.)

- ▣ Department is leaning toward fewer indicators
 - Graduation
 - College credit
 - Industry credentials
 - Employment and earnings

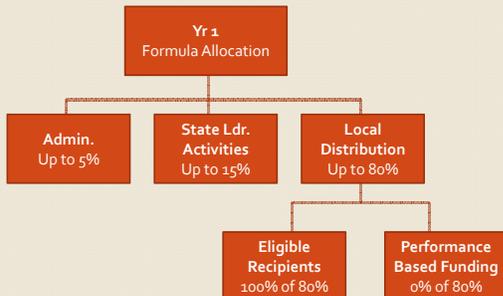
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▣ No focus on:

- Technical skills attainment
 - Academic proficiencies
- ↓
- But disaggregated data would be required

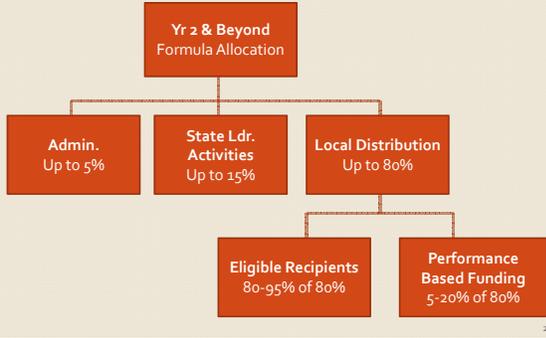
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In the first year after the date of enactment, 100% of the money for local distribution would go to eligible recipients by formula and 0% would be allocated for performance funding (see diagram below):



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In the second year after the date of enactment, 80-95% of the funds for local distribution would go to eligible recipients by formula and 5-20% would be awarded based on eligible recipients exceeding negotiated performance targets (see diagram below):



Current Issues

- ▣ Funding for CTSOs
- ▣ Uniform Definitions
- ▣ OCR / MOA
- ▣ \$ for WIA One Stops
- ▣ Silo Smashing



Questions

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